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ABSTRACT

In 1987 Utah's migrant education program provided educational services to 744 K-12 students in summer programs at 11 locations. Wide Range Achievement Tests (WRAT) pretests and posttests provide placement information and a measurement of achievement in the areas of reading, spelling, and arithmetic. Results indicate improvement in all areas, but the most significant improvement was in reading. Observations and recommendations at each location address such concerns as placement, instruction, physical setting, planning, staff preparation, supervision, achievement, parental involvement, and equipment. The Migrant Student Record Transfer System, a national computer network facilitating the transfer of migrant student records, is a vital link in maintaining and updating important student information. Inservice training and coordination with the Utah Rural Development Corporation helped identify and recruit eligible students. Thirty-one tables show demographc information and test results. Included are the form used to sample parental response to the program. (SKW)

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1987

UTAH MIGRANT EDUCATION

ANNUAL SUMMER EVALUATION REPORT

UTAH STATE OFFICE OF EDUCATION

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of Public Instruction

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FORWARD

This Evaluation Report is prepared under the authority of the United States Department of Education (Public Law 97-35).

While it is a Federal requirement to "conduct an evaluation of the Chapter 1 Migrant Education Program in the State . . . and make public the results of that evaluation", this report was compiled to provide information about educational programs for migrant children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, testing, non-academic activities, observation, documentation of events and basic educational statistics.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State of Utah.

James R. Moss
State Superintendent
of Public Instruction

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OVERVIEW

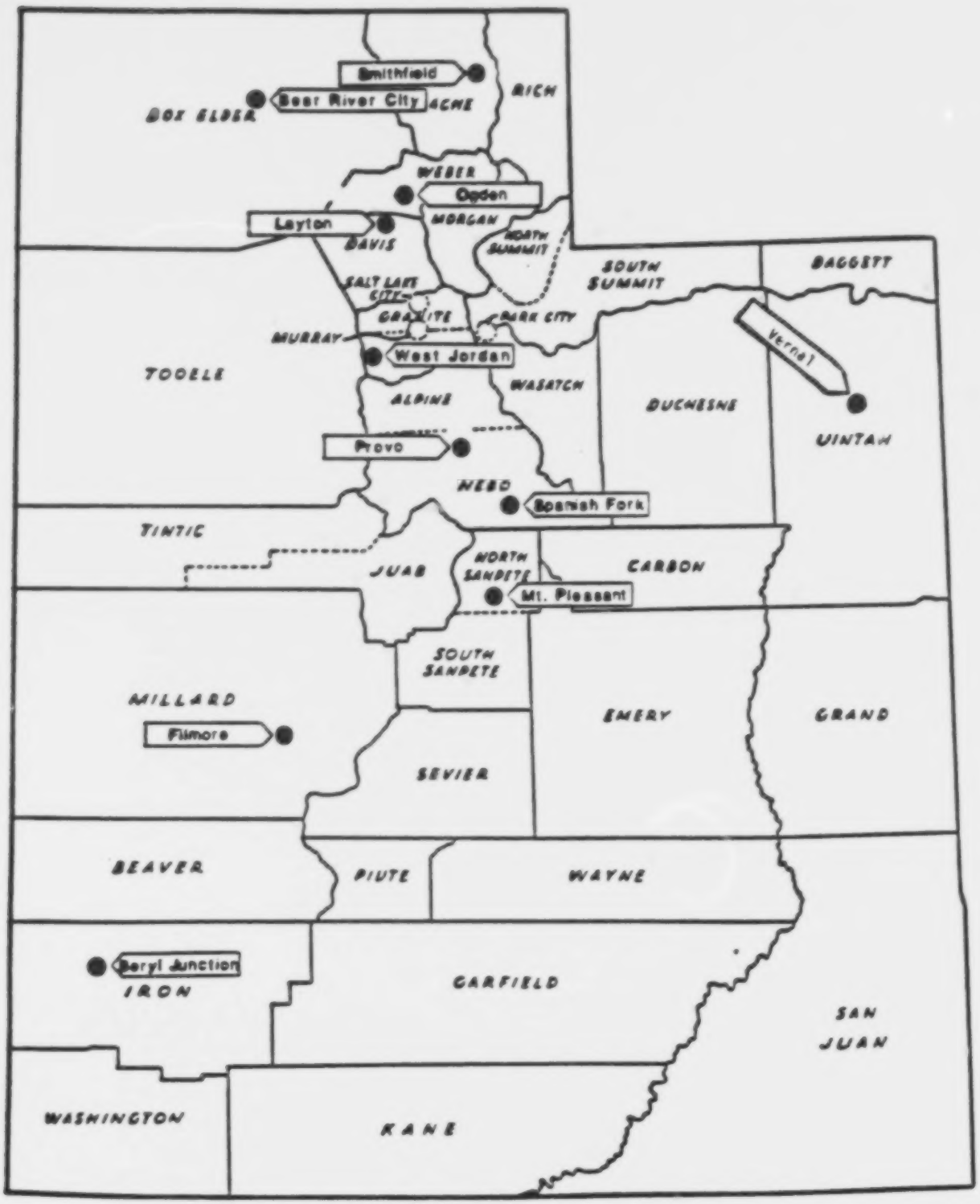
The State of Utah provides educational and support services to the pre-school and school age children of migrant agricultural workers. These children are provided with the basics in academic programs plus cultural, vocational and recreational activities. Health services are also provided along with nutrition, self-actualization, and other helpful courses to assist them in assimilation into a productive and educated citizenry.

This year 11 districts of a possible 40 in the state participated in the program. Ten are strictly summer and one is a year-round program. In Utah, the State Education Agency (SEA) allocates federal funds to "establish or improve State Migrant Education programs designed to meet the special educational needs of migratory children . . ." In fiscal year 1987 the grant award to this state was $528,951.

The state submits its plan to the United States Department of Education, which lists the goals and objectives of the program. The goals are a collaborative effort of the SEA Director, LEA Directors and staff, and are aligned with the national goals.

Onsite educational evaluations are conducted at the LEAs under the direction of the SEA to determine compliance with these goals and objectives. Evaluation data is also collected at LEAs through frequent visits of the SEA Director and staff. This data and other information pertaining to the Utah Migrant Education program are shown in charts and graphs throughout this report.

MIGRANT EDUCATION SITES



MIGRANT EDUCATION SCHOOL DISTRICT DIRECTORY

SCHOOL DISTRICT	DIRECTOR	LOCATION
Box Elder	*Carroll Nichols Richard Kimber	Bear River City
Cache	*Keith Clayson Leon West	Smithfield
Davis	Forrest Barker	Layton
Iron	Penelope Eicher	Beryl Junction
Jordan	*Beverly Lloyd Ilona Pierce	West Jordan
Millard	*Jack Fowles Reese Finlinson	Fillmore
Nebo	*Boyd Goodrich Dean Rowley	Spanish Fork
North Sanpete	Reed Miller	Mt. Pleasant
Ogden	Larry Carrillo	Ogden
Provo	*Sam Roberts Kathy Hughes	Provo
Uintah	*Dixie Allen Roger Beckstead	Vernal

*Former LEA Director

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

The Migrant Student Record Transfer System (MSRTS), a national computer network, was created to facilitate the transfer of migrant student records. As children enter the State of Utah and are identified and found eligible for migrant programs, they receive a special MSRTS identification number that follows them when they move. As information is gathered, i.e. enrollment data, individual student progress, health, etc., it is transmitted to the national data bank in Little Rock, Arkansas for data retrieval. When a migrant family moves, information is sent to the new school upon enrollment; thus, helping teachers to note educational skills mastered and to be aware of other pertinent information.

Reporting of test data into the MSRTS data bank for transfer to local schools has greatly increased over the last ten years. This has occurred due to stressing the importance of providing individual input, frequent inservice training in the field, and the leadership exerted by the SEA staff in this endeavor. Test data reported is in the basic skill areas of math, reading, and spelling. Data reported was obtained from the following tests: W.R.A.T., Slosson, Key Math, Carrow Language and BOEHM.

A statewide terminal operator is located at the SEA who trains LEA clerks in MSRTS transfer procedures, answers questions relating to migrant student status. With a turnover in migrant personnel, there is always a need to provide continual inservice to migrant staff so that continuity in information transfer is maintained at a quality level and the needs of migrant children are being met.

MSRTS will continue to be stressed as an important component in all local migrant sites throughout the state. In a program where the participants are migratory, MSRTS provides a vital link in maintaining and updating important student information.

IDENTIFICATION AND RECRUITMENT

Identification and Recruitment begins the first of May and usually continues throughout the summer months. Trained recruiters visit the homes and employment places of migrant parents to ensure that parents are aware of programs offered and to help them understand and to fill out required enrollment forms.

The need for identification and recruitment is continual and necessary for a properly managed program. Efforts to enhance recruitment during the 1987 Migrant Program were maintained through inservice training, coordination with the Utah Rural Development Corporation, written communication, and dissemination of appropriate literature. Examples were:

At the Migrant Education workshop, May 15 and 16, 1987, inservice training was given on identification and recruitment. Significant questions of eligibility, identification, and recruitment were answered.

Training was provided at each migrant site concerning eligibility forms, enrollment and skills information.

Coordination with the Utah Rural Development Corporation and other State and local agencies were an integral part in ensuring that migrant children were being identified, recruited, and enrolled.

The State Education Agency will continue to emphasize Identification and Recruitment so that all migrant children who reside in the State of Utah will have the opportunity to education and needed support services.

In order to provide promptness with respect to Identification and Recruitment, the State has determined that a survey needs to be made of the MSRTS/Identification and Recruitment systems. The survey will begin March/April, 1988 through July, 1988. From this survey results, the State will be able to determine where in the process delay time is occurring with respect to Identification and Recruitment and data entry into the MSRTS systsm.

SECONDARY STUDENTS

At the Spring Annual Workshop, May, 1987, it was announced that a 10% set-aside requirement was made by the SEA to identify and serve secondary education students. Recognizing that nationally there has been a decrease in the percentage of the drop-out rate with respect to migrants, the State feels it must continue emphasizing secondary education and support services. The State of Utah, recognizing the drop-out rate among students in the State, has established a "Student at Risk" section. One of the goals of this newly established section is developing a strategic master plan which is commensurate with the Utah State Board goals.

ELIGIBILITY

The Migrant Education program is a highly regulated program and eligibility of the students must be determined before an LEA can serve them. We serve students who are engaged in agricultural activities or whose parents are engaged in agricultural activities that have moved (become migratory) to enable them to participate in qualifying agricultural activities.

"Agricultural Activity" means—

(1) Any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or as a principal means of personal subsistence:

(2) Any activity directly related to the cultivation or harvesting of trees; or

(3) Any activity directly related to fish farms.

"Currently Migratory Child" means a child —

(1) whose parent or guardian is a migratory agricultural worker or a migratory fisher; and

(2) who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

"Formerly Migratory Child" means a child who —

(1) was eligible to be counted and served as a migratory child within the past 5 years, but is not now a currently migratory child;

(2) resides in the area served by the agency carrying out a Chapter 1 Migrant Education Program or project; and

(3) has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

"Migratory Agricultural Worker" means —

(1) a person who has moved within the past 12 months from one school district to another to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

The State Recruiter represents the SEA in an advisory role and provides ongoing training and inservice to the local recruiters, either at state conferences and workshops or on an individual basis as needed. He also reviews all Certificates of Eligibility (COEs) at the LEA or SEA as submitted. This is to help ensure accuracy and also provide another check on eligibility by reviewing dates, last qualifying moves, qualifying agricultural activities, etc. This is part of our "checks and balances" system to ensure that we avoid audit exceptions.

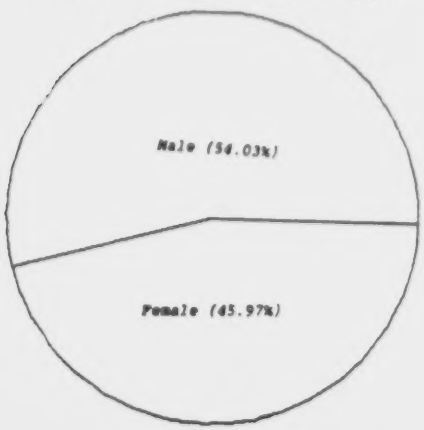
Two Parent Advisory committee meetings were held in July; one in Brigham City and the other in Provo. Parents were encouraged to become involved in the education of their children.

A survey of the parents was made (see Appendix A). Parents were surveyed by bilingual interpreters. Responses to the survey will be implemented where appropriate.

MIGRANT STUDENT PARTICIPATORY INFORMATION

	Male	Female	Total
Box Elder	66	49	115
Cache	22	23	45
Davis	15	17	32
Iron	29	24	53
Jordan	39	26	65
Jordan (reg)*	22	22	44
Millard	24	20	44
Nebo	59	59	118
Nebo (eve)*	18	3	21
No. Sanpete	42	39	81
Ogden	47	41	88
Provo (summer)*	13	11	24
Provo (reg)*	28	30	58
	402	342	744

MIGRANT STUDENTS BY GENDER



The 744 students do not include ungraded students, which totals 169.

*While the Utah program has been basically a "summer-only" program, some school districts are serving secondary and elementary students on a supplementary basis in a year-round format. These are the students who have settled out temporarily into the respective areas. The Nebo School District continues to provide evening programs during the summer-time only format.

PARTICIPATION BY MIGRANT STATUS

	MS #1	MS #2	MS #3
Box Elder	50	3	62
Cache	18		27
Davis	31		1
Iron	18	2	33
Jordan	18	3	44
Millard	4	2	38
Nebo	55		63
Nebo (eve)	7		14
No. Sanpete	18		63
Ogden	35	1	52
Provo	8	4	12
Provo (reg)	29	6	23
	291	21	432

Interstate	MS #1 - 291
Intrastate	MS #2 - 21
Formerly Migratory	MS #3 - 432

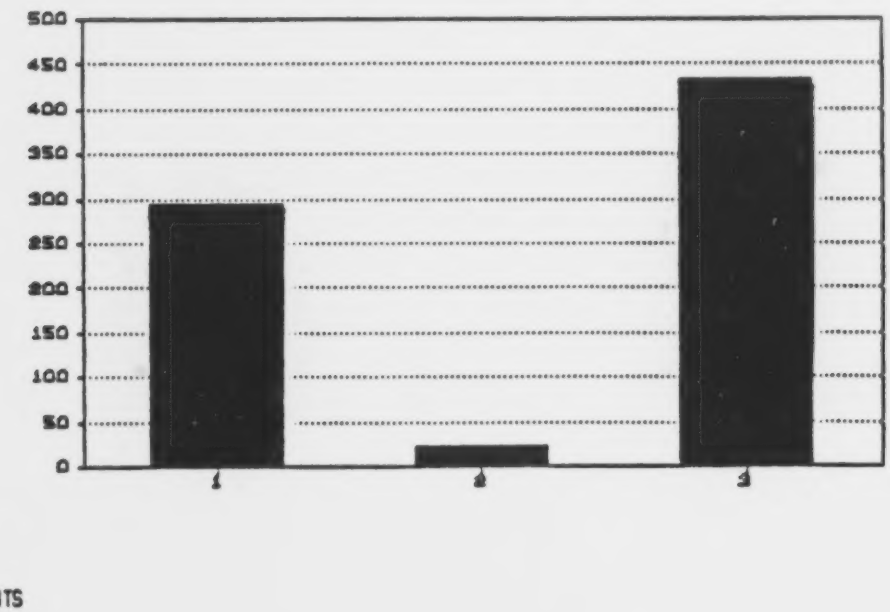
INTERSTATE - Migrant Status #1 - A child who has moved with a parent or guardian within the past 12 months across state boundaries in order that the child, parent, guardian, or other member of the immediate family might secure temporary or seasonal employment in agriculture.

INTRASTATE - Migrant Status #2 - A child who has moved with a parent or guardian within the past 12 months across school district boundaries within the state in order that the child, parent, guardian or other member of the immediate

family might secure temporary or seasonal employment in agriculture.

FORMERLY MIGRATORY (Five-Year Migrant) - MS #3 - A child who has been an interstate or intrastate migrant, as defined above, but who has ceased to migrate within the past five years and now resides in an area in which a migrant education project is provided.

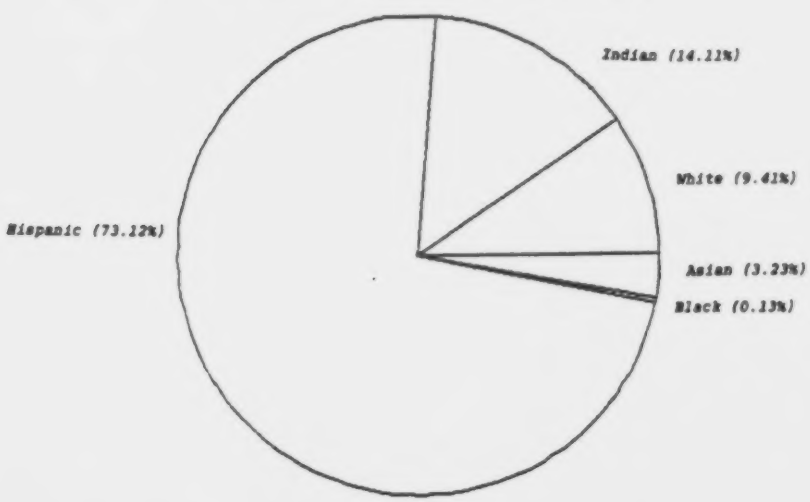
MIGRANT STUDENTS BY STATUS



ETHNIC STATUS

	Indian	Asian	Black	Hispanic	White	Total
Box Elder	2	3	1	106	3	115
Cache				45		45
Davis				32		32
Iron	28			1	24	53
Jordan				65		65
Jordan (Reg)				44		44
Millard		21		23		44
Nebo	28			75	15	118
Nebo (eve)	3			18		21
Ogden				88		88
Provo	7			17		24
Provo (reg)	23			35		58
N.Sanpete	14			39	28	81
	105	24	1	544	70	744

MIGRANT STUDENTS BY ETHNICITY



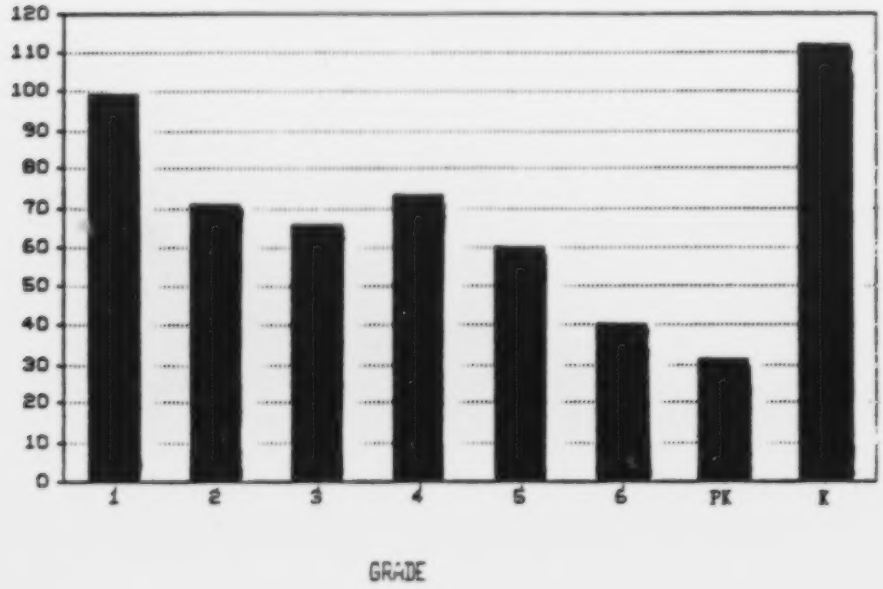
MIGRANT PARTICIPANTS BY YEAR OF BIRTH

1966	-	7	1977	-	74
67	-	4	78	-	65
68	-	9	79	-	86
69	-	16	80	-	85
70	-	22	81	-	76
71	-	24	82	-	46
72	-	44	83	-	4
73	-	34	84	-	3
74	-	34	85	-	1
75	-	50	86	-	1
76	-	65	87	-	0
					744

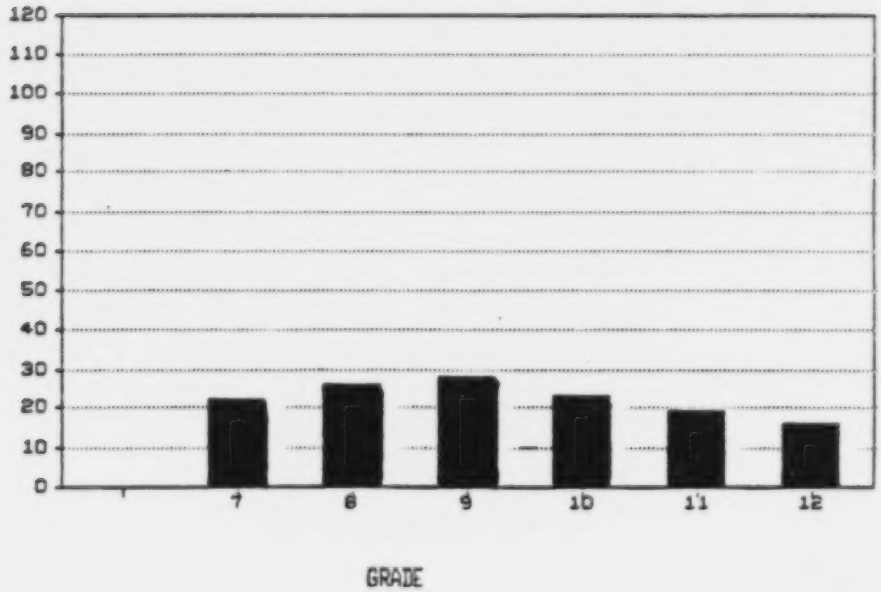
MIGRANT PARTICIPANTS BY GRADE

Grade	Summer Only	Regular Provo Only
PK	31	2
K	112	3
1	99	5
2	71	3
3	56	5
4	73	3
5	60	6
6	40	3
7	22	4
8	26	3
9	28	3
10	23	5
11	19	5
12	16	8
	686	58 = 744

MIGRANT STUDENTS BY GRADE



MIGRANT STUDENTS BY GRADE



TESTING

The Migrant Eduation students in Utah are administered the WIDE RANGE ACHIEVEMENT TEST (WRAT) at the beginning of the school year to aid in class placement and at the end to measure achievement.

Considering the short duration of the summer school the utilization of the WRAT appears to be the best instrument to use to measure achievement in these areas: math, reading, spelling. It is brief, concise, easy to administer, and also inexpensive.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: Box Elder Number of School Days: 40

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	8	8	13	8	2	18	20	11	10	7	3
	Kindergarten	11	17	20	14	11	22	20	14	5	0	0
	First Grade	18	38.72	27.16	17.72	18	32.72	31.27	20.22	5.0	4.11	2.5
	Second Grade	8	50.87	33.25	21.87	7	52.0	32.43	22.3	1.12	.82	.42
	Third Grade	9	59.55	38.33	24.88	6	58.83	37.66	24.5	-.72	-.67	-.28
	Fourth Grade	9	53,44	38.11	29.2	10	68.3	35.3	26.8	4.9	-2.8	-2.4
	Fifth Grade	5	54.6	30.6	26.6	5	55.4	34.0	28.0	.8	3.4	1.4
	Sixth Grade	2	44.0	31.0	26.5	0						
WRAT-R/Level 2	Seventh Grade	2	61.5	42.0	28.0	3	54.3	37.6	30.33	-7.2	-4.4	2.3
	Eighth Grade	4	54.75	34.0	21.25	3	57.6	35.33	26.3	2.85	1.3	5.05
	Ninth Grade	1	58.0	43.0	28.0	1	59.0	41.0	26.0	+1.0	-2.0	-2.0
	Tenth Grade											
	Eleventh Grade											
	Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: Cache Number of School Days: 45

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
	Pre-Kindergarten											
	Kindergarten											
WRAT-R/Level 1	First Grade	2	37	28.5	19.5	2	42	28.5	22	+5	0	+2.5
	Second Grade	8	46.4	28.5	22.1	6	51.6	31.1	22.6	+5.2	+2.6	+0.5
	Third Grade	6	60	32.1	25.6	5	58	32	25.2	-2	-0.1	-0.4
	Fourth Grade	3	58	35.6	28.3	2	66	38.5	26.5	+8	2.9	-1.8
	Fifth Grade	2	78.5	47	29	2	80.5	50	28.5	+2	+3	-0.5
	Sixth Grade	2	76	47	33	0						
WRAT-R/Level 2	Seventh Grade	1	37	12	22	0						
	Eighth Grade											
	Ninth Grade											
	Tenth Grade											
	Eleventh Grade											
	Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: Davis Number of School Days: 40

WRAT-R/Level 1

WRAT-R/Level 2

Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			o Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
Pre-Kindergarten	****NO DATA RECEIVED FROM DAVIS***										
Kindergarten											
First Grade											
Second Grade											
Third Grade											
Fourth Grade											
Fifth Grade											
Sixth Grade											
Seventh Grade											
Eighth Grade											
Ninth Grade											
Tenth Grade											
Eleventh Grade											
Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

o Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: Iron County (Beryl Junction) Number of School Days: 37

Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
Pre-Kindergarten											
Kindergarten											
First Grade	3	46	30.33	20.33	3	47.34	30.0	21	+1.34	-0.33	+.66
Second Grade	2	47	31.	20	2	49.5	31.5	20.5	+2.5	+0.5	+0.5
Third Grade	5	59.8	38.4	25.8	3	68.0	41.33	25.67	+8.2	+2.93	-.13
Fourth Grade	5	59.6	41.2	28.4	2	63.5	41.0	30.0	+3.0	-.2	+1.6
Fifth Grade	4	68.0	41.	29.75	2	78.0	46.5	33.5	+10.	+5.5	+3.75
Sixth Grade	1	69	40	30	1	51.0	42.0	33.0	-18	+2.	+3
Seventh Grade	3	32	23	37	1	36.0	12.0	29.0	+4	-11	-8
Eighth Grade	1	-	25	31	0						
Ninth Grade											
Tenth Grade											
Eleventh Grade											
Twelfth Grade											

WRAT-R/Level 1

WRAT-R/Level 2

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: Jordan Number of School Days: 29

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten											
	Kindergarten	4	24.50	19.00	13.75	3	29.00	19.67	15.67	-4.50	-.67	-1.92
	First Grade	10	33.70	24.60	17.50	9	38.44	25.67	19.89	-4.74	-1.07	-2.39
	Second Grade	9	54.56	35.00	21.67	7	53.28	33.86	23.71	1.28	1.14	-2.04
	Third Grade	7	62.57	39.40	25.00	5	64.2	41.40	27.60	-1.63	-2.00	-2.60
	Fourth Grade	7	55.71	38.14	25.86	5	61.20	41.60	30.40	-5.49	-3.46	-4.54
	Fifth Grade	6	61.50	37.50	39.33	5	60.20	33.4	33.4	-1.30	-0.5	5.93
	Sixth Grade	1	78.00	44.00	25.00	1	83.00	46.00	31.00	-5.00	-2.00	-6.00
WRAT-R/Level 2	Seventh Grade	5	38.40	13.60	27.20	4	40.50	16.00	30.50	-2.10	-2.40	-3.30
	Eighth Grade	4	49.50	16.75	27.00	0						
	Ninth Grade	2	51.5	21.00	35.00	1	63.00	18.00	37.00	-11.5	3.00	-2.00
	Tenth Grade											
	Eleventh Grade											
	Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: Millard Number of School Days: 50

Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1											
Pre-Kindergarten	6	10	8	3	5	10	10	3	0	2	0
Kindergarten	6	24	20	13	6	28	22	14	4	2	1
First Grade	4	38	24	17	4	47	33	21	9	9	4
Second Grade	5	38	25	20	3	49	31	22	11	6	2
Third Grade	2	67	37	25	2	75	43	29	8	6	4
Fourth Grade	2	73	49	29	1	78	52	31	5	3	2
Fifth Grade	4	64	45	29	4	70	46	32	6	1	3
Sixth Grade	1	34	20	34	1	40	24	37	6	4	3
WRAT-R/Level 2											
Seventh Grade	0				0						
Eighth Grade	1	38	24	43	0						
Ninth Grade											
Tenth Grade											
Eleventh Grade											
Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: Nebo Number of School Days: 42

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	6	9.67	9.67	3.67	5	11.80	13.00	6.60	2.13	3.33	2.93
	Kindergarten	12	18.75	16.58	8.67	11	20.73	18.91	10.91	1.98	2.33	10.24
	First Grade	13	41.08	27.15	16.31	13	43.85	29.85	18.00	2.77	2.70	1.69
	Second Grade	8	42.50	29.50	19.63	8	46.25	32.38	21.50	3.75	2.88	1.87
	Third Grade	10	43.40	30.00	20.90	9	49.33	32.89	23.67	5.93	2.89	2.77
	Fourth Grade	10	59.00	36.70	26.90	8	62.88	39.75	28.63	3.88	3.05	1.73
	Fifth Grade	5	51.80	34.40	27.60	4	61.50	39.25	30.50	9.70	4.85	2.90
	Sixth Grade	7	42.00	21.14	24.86	5	48.60	24.40	30.20	6.60	3.26	5.34
WRAT-R/Level 2	Seventh Grade	2	41.50	19.50	28.00	1	59.00	32.00	31.00	17.50	12.50	3.00
	Eighth Grade	2	52.00	20.00	35.50	2	56.00	23.50	37.50	4.00	3.50	2.00
	Ninth Grade											
	Tenth Grade											
	Eleventh Grade											
	Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: North Sanpete Number of School Days: 50 days

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten											
	Kindergarten	16	10.75	10.93	4.56	13	15.69	12.69	7.30	4.94	1.76	2.74
	First Grade	8	27.88	27.88	11.88	8	32.80	25.00	14.60	4.92	2.87	2.72
	Second Grade	7	41.57	24.14	15.14	7	43.42	27.14	15.84	1.85	3.00	.70
	Third Grade	10	51.8	32.9	22.5	6	57.00	36.50	23.66	5.20	3.60	1.16
	Fourth Grade	7	62.0	37.29	24.0	4	64.25	38.75	24.25	2.25	1.46	.25
	Fifth Grade	5	65.0	42.0	25.4	3	60.75	41.75	25.25	-4.25	-.25	-.15
	Sixth Grade	4	56.25	28.5	29.75	2	73.0	45.0	34.0	16.75	16.50	4.25
WRAT-R/Level 2	Seventh Grade	0	0	0	0	2	47.0	14.0	31.0	0	0	0
	Eighth Grade	0										
	Ninth Grade	1	60.0	29.0	29.0	0						
	Tenth Grade	1	45.0	27.0	29.0	1	50.0	32.0	36.0	5.0	5.0	7.0
	Eleventh Grade	2	28.0	11.0	16.5	2	34.5	11.0	21.5	6.5	0	5.0
	Twelfth Grade	0										

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: OGDEN Number of School Days: 38

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten											
	Kindergarten	20	13.55	9.5	7.75	18	16.56	14.11	11.0	3.01	4.61	3.25
	First Grade	15	38.2	24.2	17.27	15	45.4	32.9	20.2	7.2	8.7	2.93
	Second Grade	7	55.71	30.0	23.0	6	65.5	44.67	27.83	9.79	14.67	4.83
	Third Grade	7	60.29	36.86	23.57	7	70.67	40.67	27.17	10.38	3.81	3.60
	Fourth Grade	11	61.54	38.64	26.27	8	69.88	39.25	29.75	8.34	0.61	3.48
	Fifth Grade											
	Sixth Grade	5	37.2	20.0	24.4	4	50.5	23.75	28.75	13.3	3.75	4.35
WRAT-R/Level 2	Seventh Grade											
	Eighth Grade											
	Ninth Grade											
	Tenth Grade											
	Eleventh Grade											
	Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: PROVO Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	***PROVO YEAR ROUND SCHOOL***										
	Kindergarten											
	First Grade											
	Second Grade											
	Third Grade											
	Fourth Grade											
	Fifth Grade											
	Sixth Grade											
WRAT-R/Level 2	Seventh Grade											
	Eighth Grade											
	Ninth Grade											
	Tenth Grade											
	Eleventh Grade											
	Twelfth Grade											

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	20	9.1	11.95	5.2	12	12.08	12.92	5.83	2.98	0.97	0.63
	Kindergarten	69	15.90	14.20	8.97	62	19.79	16.74	10.90	3.89	2.54	1.93
	First Grade	73	37.37	25.64	16.82	67	42.29	29.70	19.21	4.92	4.06	2.39
	Second Grade	54	47.67	29.83	20.57	47	51.24	33.08	22.05	3.57	3,248	1.48
	Third Grade	56	56.09	35.11	23.76	42	60.19	37.19	25.33	4.1	2.08	1.57
	Fourth Grade	54	60.74	38.40	26.94	40	66.13	38.98	28.20	5.39	0.58	1.26
	Fifth Grade	45	62.00	39.16	29.84	39	64.85	41.52	29.86	2.85	2.36	0.02
	Sixth Grade	23	48.96	27.04	27.09	14	54.64	29.93	31.07	5.68	2.89	3.98
WRAT-R/Level 2	Seventh Grade	14	40.79	20.5	28.57	11	46.72	22.62	30.45	5.93	2.12	1.88
	Eighth Grade	12	50.82	24.33	28.17	5	56.96	30.60	30.78	6.14	6.27	2.61
	Ninth Grade	4	55.25	28.5	31.75	2	66.0	29.5	31.5	5.75	1.0	-0.25
	Tenth Grade	1	45.0	27.0	29.0	1	50.0	32.0	36.0	5.0	5.0	7.0
	Eleventh Grade	2	28.0	11.0	16.5	2	34.5	11.0	21.5	6.5	0	5.0
	Twelfth Grade											

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

PRE KINDERGARTEN

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE _____ Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	o Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	8	8	13	8	2	18	20	11	10	7	3
	Cache											
	Davis											
	Iron											
	Jordan											
	Millard	6	10	8	3	5	10	10	3	0	2	0
	Nebo	6	9.67	9.67	3.67	5	11.8	13	6.6	2.13	3.33	2.93
	No.Sanpete											
WRAT-R/Level 2	Ogden											
	Provo											
	Uintah											
	STATE TOTALS	20	9.1	11.95	5.2	12	12.08	12.92	5.83	2.98	0.97	0.63

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

o Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

KINDERGARTEN

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	11	17	20	14	11	22	20	14	5	0	0
	Cache											
	Davis											
	Iron											
	Jordan	4	24.5	19	13.75	3	29	19.67	15.67	4.5	0.67	1.92
	Millard	6	24	29	13	5	27	22	14	4	2	1
	Nebo	12	18.75	16.58	8.67	11	20.73	18.91	8.91	1.98	2.33	2.24
	No.Sanpete	16	10.75	10.93	4.56	13	15.69	12.69	7.30	4.94	1.76	2.74
WRAT-R/Level 2	Ogden	20	13.55	9.5	7.75	18	16.56	14.11	11.0	3.01	4.61	3.25
	Provo											
	Uintah											
	STATE TOTALS	69	15.90	14.20	8.97	62	19.79	16.74	10.90	3.89	2.54	1.93

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

FIRST GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

WRAT-R/Level 1

District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
Box Elder	18	38.72	27.16	17.72	18	43.72	31.27	20.22	5.0	4.11	2.5
Cache	2	37	28.5	19.5	2	42	28.5	22	5.0	0	2.5
Davis											
Iron	3	46	30.33	20.33	3	47.34	30.0	21	1.34	-0.33	0.66
Jordan	10	33.7	24.6	17.5	9	38.44	25.67	19.89	4.74	1.07	2.39
Millard	4	38	24	17	4	47	33	21	9	9	4
Nebo	13	41.08	27.15	16.31	13	43.85	29.85	18	2.77	2.7	1.69
No.Sanpete	8	27.88	22.13	11.88	8	32.80	25.00	14.60	4.92	2.87	2.72

WRAT-R/Level 2

Ogden	15	38.2	24.2	17.27	10	45.4	32.9	20.2	7.2	8.7	2.93
Provo											
Uintah											
STATE TOTALS	73	37.37	25.64	16.82	67	42.29	29.70	19.21	4.92	4.06	2.39

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

SECOND GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	8	50.87	33.25	21.87	7	52.0	32.43	22.3	1.12	0.82	0.42
	Cache	8	46.4	28.5	22.1	6	51.6	31.1	22.6	5.2	2.6	0.5
	Davis											
	Iron	2	47	31	20	2	49.5	31.5	20.5	2.5	0.5	0.5
	Jordan	9	54.56	35.00	21.67	7	53.28	33.86	23.71	-1.28	-1.14	2.04
	Millard	5	38	25	20	4	49	31	22	11	6	2
	Nebo	8	42.50	29.50	19.63	8	46.25	32.38	21.50	3.75	2.88	1.87
	No.Sanpete	7	41.57	24.14	15.14	7	43.42	27.14	15.84	1.85	3.00	0.70
WRAT-R/Level 2	Ogden	7	55.71	30.0	23.0	6	65.5	44.67	27.83	9.79	14.67	4.83
	Provo											
	Uintah											
	STATE TOTALS	54	47.67	29.83	20.57	47	51.24	33.08	22.05	3.57	3.248	1.48

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

THIRD GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	9	59.55	38.33	24.88	6	58.83	37.66	24.5	-0.72	-0.67	-0.38
	Cache	6	60	32.1	25.6	5	58	32	25.2	-2	-0.1	-0.4
	Davis											
	Iron	5	59.8	38.4	25.8	3	68.0	41.33	25.67	8.2	2.93	-0.13
	Jordan	7	62.57	39.40	25.00	5	64.2	41.40	27.60	1.63	2.00	2.60
	Millard	2	67	37	25	2	75	43	29	8	6	4
	Nebo	10	43.40	30.00	20.90	9	49.33	32.89	23.67	5.93	2.89	2.77
	No.Sanpete	10	51.8	32.9	22.5	6	57.00	36.50	23.66	5.20	3.60	1.16
WRAT-R/Level 2	Ogden	7	60.29	36.86	23.57	6	70.67	40.67	27.17	10.38	3.81	3.60
	Provo											
	Uintah											
	STATE TOTALS	56	56.09	35.11	23.76	42	60.19	37.19	25.33	4.1	2.08	1.57

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			o Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	9	63.44	38.11	29.2	10	68.3	35.3	26.8	4.9	-2.8	-2.4
	Cache	3	58	35.6	28.3	2	66	38.5	26.5	8	2.9	-1.8
	Davis											
	Iron	5	59.6	41.2	28.4	2	63.5	41.0	30.0	3.9	-0.2	1.6
	Jordan	7	55.71	38.14	25.86	5	61.20	41.60	30.40	5.49	3.46	4.54
	Millard	2	73	49	29	1	78	52	31	5	3	2
	Nebo	10	59.00	36.70	26.90	8	62.88	39.75	28.63	3.88	3.05	1.73
	No.Sanpete	7	62.0	37.29	24.0	4	64.25	38.75	24.25	2.25	1.46	0.25
WRAT-R/Level 2	Ogden	11	61.54	38.64	26.27	8	69.88	39.25	29.75	8.34	0.61	3.48
	Provo											
	Uintah											
	STATE TOTALS	54	60.74	38.40	26.94	40	66.13	38.98	28.20	5.39	0.58	1.26

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

o Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

FIFTH GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			o Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1											
Box Elder	5	54.6	30.6	26.6	5	55.4	34.0	28.0	0.8	3.4	1.4
Cache	2	78.5	47	29	2	80.5	50	28.5	2	3	-0.5
Davis											
Iron	4	68.0	41	29.75	2	78.0	46.5	33.5	10	5.5	3.75
Jordan	6	61.50	37.50	39.33	5	60.20	38.00	33.4	-1.30	0.5	-5.93
Millard	4	64	45	29	4	70	46	32	6	1	3
Nebo	5	51.80	34.40	27.60	4	61.50	39.25	30.50	9.70	4.85	2.90
No.Sanpete	5	65.0	42.0	25.4	3	60.75	4L.75	25.25	-4.25	-0.25	-0.15
WRAT-R/Level 2											
Ogden	14	62.79	40.29	29.71	14	66.14	42.86	29.14	3.35	2.57	-0.57
Provo											
Uintah											
STATE TOTALS	45	62.00	39.16	29.84	39	64.85	41.52	29.86	2.85	2.36	0.02

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

o Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

SIXTH GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	2	44.0	31.0	26.5	0						
	Cache	2	76	47	33	0						
	Davis											
	Iron	1	69	40	30	1	51.0	42.0	33.0	-18	2	3
	Jordan	1	78.00	44.00	25.00	1	83.00	46.00	31.00	5.00	2.00	6.00
	Millard	1	34	20	34	1	40	24	37	6	4	3
	Nebo	7	42.00	21.14	24.86	5	48.60	24.40	30.20	6.60	3.26	5.34
	No.Sanpete	3	56.25	28.5	29.75	2	73.0	45.0	34.0	16.75	16.50	4.25
WRAT-R/Level 2	Ogden	5	37.2	20.0	24.4	4	50.5	23.75	28.75	13.3	3.75	4.35
	Provo											
	Uintah											
	STATE TOTALS	23	48.96	27.04	27.09	14	54.64	29.93	31.07	5.68	2.89	3.98

35

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

SEVENTH GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	2	61.5	42.0	28.0	3	54.3	37.6	30.33	-7.2	-4.4	2.3
	Cache	1	37	12	22	0						
	Davis											
	Iron	3	32	23	37	1	36.0	12.0	29.0	4	-11	-8
	Jordan	5	38.40	13.60	27.20	4	40.50	16.00	30.50	2.10	2.40	3.30
	Millard	0				0						
	Nebo	2	41.50	19.50	28.00	1	59.00	32.00	31.00	17.50	12.50	3.00
	No.Sanpete	0				2	47.0	14.0	31.0			
WRAT-R/Level 2	Ogden	1	40	50	19							
	Provo											
	Uintah											
	STATE TOTALS	14	40.79	20.5	28.57	11	46.72	22.62	30.45	5.93	2.12	1.88

36

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

EIGHTH GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

WRAT-R/Level 1

WRAT-R/Level 2

District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
Box Elder	4	54.75	34.0	2L.25	3	57.6	35.33	26.3	2.85	L.3	5.05
Cache											
Davis											
Iron	1	-	25	31	0						
Jordan	4	49.50	16.75	27.00	0						
Millard	1	38	24	43							
Nebo	2	52.00	20.00	35.50	2	56.00	23.50	37.50	4.00	3.50	2.00
No.Sanpete											
Ogden											
Provo											
Uintah											
STATE TOTALS	12	50.82	24.33	28.17	5	56.96	30.60	30.78	6.14	6.27	2.61

37

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

NINTH GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder	1	58.0	43.0	28.0	1	59.0	41.0	26.0	1.0	-2.0	-2.0
	Cache											
	Davis											
	Iron											
	Jordan	2	51.5	21.00	35.00	1	63.00	18.00	37.00	11.5	-3.00	2.00
	Millard											
	Nebo											
	No.Sanpete	1	60.0	29.0	29.0							
WRAT-R/Level 2	Ogden											
	Provo											
	Uintah											
	STATE TOTALS	4	55.25	28.5	31.75	2	66.0	29.5	31.5	5.75	1.0	-0.25

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

TENTH GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder											
	Cache											
	Davis											
	Iron											
	Jordan											
	Millard											
	Nebo											
	No.Sanpete	1	45.0	27.0	29.0	1	50.0	32.0	36.0	5.0	5.0	7.0
WRAT-R/Level 2	Ogden											
	Provo											
	Uintah											

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

ELEVENTH GRADE

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1987

6/87

School District: STATE Number of School Days: _____

	District	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Box Elder											
	Cache											
	Davis											
	Iron											
	Jordan											
	Millard											
	Nebo											
	No.Sanpete	2	28.0	11.0	16.5	2	34.5	11.0	21.5	6.5	0	5.0
WRAT-R/Level 2	Ogden											
	Provo											
	Uintah											

40

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

ON-SITE EDUCATIONAL EVALUATIONS

During the course of the summer Migrant program, the SEA conducts an on-site evaluation at each LEA. The State Recruiter has the responsibility, under the direction of the State Director to schedule these educational evaluations with each district and provide administrators from the SEA to aid in the evaluation process. Some of the areas that the evaluators are concerned with are:

a. Proper placement of students
b. Instructional effectiveness
c. Physical setting
d. Planning and coordination
e. Staff preparation
f. SEA and LEA supervision
g. Achievement
h. Parental involvement
i. Equipment inventory

This summer the State Recruiter conducted evaluations at the LEAs with the assistance of the following USOE administrators:

Richard Burbidge, Specialist, Chapter 1
Richard Keene, Specialist, Research, Design and Statistics
Carl Jensen, Education Specialist, School Planning and Development
Wil Numkena, Administration, Educational Equity Coordination
Dr. Ken Hennefer, Specialist, Special Needs Population

Some Observations and Recommendations made by the evaluators on each of the eleven programs follow.

BOX ELDER

Observation:

The program of "give away" books looks like it would be interesting for the students. It is a good idea to try to promote these children's interest in reading books of their own choosing. We would encourage staff to consider any other ideas to get kids interested in books.

The computer room provides a good break or variety for them in getting extra practice in reading and math. We encourage you to be on the look out for new and relevant programs to fit closely with instruction going on in the classroom, some programs now in use do not correlate.

We were impressed with the teachers' objectives and sequence for her kindergarten skills. Good language practice was also being provided. Variety was present in the forms of songs and poems.

Recommendation

Field trips seem well executed and well chosen. May we suggest that you consider, for the benefit of the older students, some field trips which help orient them to the world of work. These students need to consider possible career opportunities and ideas that their typical environment and travels do not often afford.

The visiting team had a concern about the district's legal obligation to provide special education services to a migrant child enrolled this summer with a handicapping condition. Please contact district Special Education staff regarding this matter. Migrant and Special Education personnel at the State Office will be pleased to discuss means of delivering services to this and any other students who require a special program.

CACHE

Observation:

Instructional facilities for students in grades 1 - 8 and in the pre-school-kindergarten program were spacious. The supervised swimming activity provides a valuable adjunct to academic instructional activities. Relationships observed among children and instructional staff members were warm and positive. Staff appeared to be very capable. The teacher who works with students in grades 1 - 8 has had limited experience teaching reading, math, and language arts, but is doing a good job. She expresses interest in the students and is enthusiastic about what she is doing. Staff has a genuine interest in the chilren served.

Some of the students were using Sullivan materials, which provides the instructor with a structured/systematic approach to reading. The teacher identified other supplementary reading and mathematics instructional materials.

Recommendation:

The grade range the teacher is working is very broad for one person. It may be possible to reduce the age range and group size if another staff person were to instruct the older students for one-half day. This might be especially helpful for older students, since a majority of the instruction is geared to teach the fundamental concepts in reading and math, which some students may have already mastered. We are also recommending that the possibility of bringing volunteers into the classroom would be appropriate when considering that the number of staff to student ratio is so broad. In this manner more individualized time and attention can be provided students. PASS materials might be a viable option for students in grades 8 - 12.

DAVIS

Observation:

Your program has placed more emphasis on oral language and instruction in English language this year. This is a very worthwhile objective. Your staff this year consists of two teachers and one student teacher. They have handled a considerable increase in student load this year and have done well under the circumstances.

The continuous math program that you are using in the Migrant Program is well chosen as this is a highly logical approach; it individualizes nicely and it fits with the OBE and Mastery Learning emphasis that all schools in the state are attempting to implement. Hopefully, it will help you to place individual children at their level of challenge quickly and early in the program too.

Recommendation:

Encourage staff to assess the children as quickly as possible and get them working at their level of challenge in both reading and math early in the program. This is a difficult task with so many children and only one professional. Possibly the director could assist with the assessment and placement of children during that critical first week of the program next year.

IRON

Observation:

First, we congratulate you on having pre-test scores on nearly all children at the time of our visit. Last year you were able to get both pre- and post-tests on about 75% of your students. It would appear that this year you may have complete scores on an even greater percentage. This is excellent.

We were impressed with the Enright Program by Curriculum Associates. This had its beginning in San Diego and is an excellent math program for migrant children. The small booklets give them a sense of accomplishment as they complete booklets even during the short summer school. The teacher makes math seem practical. We are pleased with her strategies.

Recommendation:

In the area of reading, because you found the SRA materials (short stories on cards) useful and interesting to the children might we suggest that you extend these materials upward and obtain an SRA Kit IIa for the children with higher reading skills. Also, it seemed apparent that you could use some short books or stories that are of high interest to your children. Some of the children that have been with you two or three years indicate that they have read the books you have at the school. We commend you for the SSR Reading in the morning. You might extend this program to some extent and do it twice a day, possibly immediately after lunch as you do first thing in the morning and get even more pay-off from this type of practice. Also, we were pleased with your routine of trying to have each student read individually to someone for 5-10 minutes a day.

JORDAN

Observation:

We were impressed with the lesson plans that are prepared and utilized each day. Your staff are among the best teachers in the Jordan district. They are innovative, handle classroom management well and expect high attainment from the children. The aides you have chosen to complement these teachers, likewise are nurturing, positive and work cooperatively with their teacher counterparts. Please extend our congratulations and plaudits to them. Your school psychologist has had several years experience with the migrant program, is dedicated to it and provides an excellent resource to staff in diagnosis and evaluation. He furnishes valuable services to children in need of counseling and bolsters your overall efforts in facilitating confidence and self esteem. Special thanks to your recruiters, your health provider and your entire staff for providing very effective services.

We also would like to acknowledge the superior efforts that you put forth in terms of parent involvement. Please keep up the good work in this regard. It would seem to us that your effort with parents via your recruiters results in more secondary students attending your program. This group, by far, are the more difficult students to motivate and bring into our migrant program.

Recommendation:

Also last year we mentioned, as a suggestion, enthusiastically modelling reading enjoyment by the teachers. This might well be taking place primarily in the afternoons; we did not observe the p.m. However, may we reiterate this important aspect of teaching reading especially when it is followed up with the placement of many interesting books in the childrens hands.

MILLARD

Observation:

We see an effective job of recruiting children of migrant workers in your area. We congratulate your staff on their efforts in having the MSRTS data up-to-date. Considering that you have several unusual languages in your area we feel that your staff deserves special plaudits.

Instruction for your pre-kindergarteners and first graders seems excellent. Many of these little students are reading first grade materials even though they have not yet attended first grade. This speaks well for your migrant teachers and for the kindergarten program in your regular school.

We noted that the staff gives your children in the upper elementary grades a rather complete curriculum--even to include science, art, and music as well as reading, math, and language. This appears to provide much variety and interest and helps hold the older students. Please convey our commendations to them and to the principal for his able and close administration on-site.

Recommendation:

Might we suggest for consideration by you and your staff, the careful selection and purchase of a considerable number of books for a more extensive take-home-to-read project (K-6) for these migrant kids. Likely, we could help some with titles and with funding source. Books could be mixed, hardback or paper, trade books or otherwise. In any case they should be captivating, yet brief and highly pictorial in order to promote vocabulary development in your ESL-type students. Any other vocabulary building ideas, strategies or materials your staff can generate in faculty think-sessions would be encouraged.

NEBO

Observation:

The evening migrant program is unique. It provides opportunities for students to receive driver's training, and to learn automobile tune-up, welding, small engine mechanics, etc. These are practical and valuable skills for migrants. Efforts of the teacher to develop a tracking procedure to communicate skills students have mastered to vocational education teachers during the regular school year is commendable. The use of the Migrant Education Program Improvement Center (MEPIC) materials, developed in California, gives summer students a good exposure to different occupational choices that students might consider.

Observation of the summer migrant instructional program impressed us with the high caliber of teachers that have been employed. Four of the seven teachers are bilingual. A nurse is on duty to perform physical and dental examinations and to instruct students in personal hygiene and cleanliness. Also, a part-time librarian has been employed to help students select books. She reads to each class several times a week.

The team was impressed with the use of a JTPA high school student as a teacher aide in the summer migrant program.

Recommendation:

Two suggestions are made that may further enhance your program. First, most students have limited English proficiency and opportunities to interact with good language models, such as your staff. Therefore, we encourage you to use instructional strategies that will ensure that students engage in the use of oral English on a daily basis, such as (a) having one student read orally to another student or staff member for five to ten minutes every day, (b) orally reading words, phrases, or sentences under timed conditions to develop fluency, i.e., Precision Teaching, (c) having students sing jingles or melodies to teach vowel sounds, diagraph, add facts, etc., and (d) to increase instructional activities where all students orally respond in unison rather than having just one child respond at a time.

NORTH SANPETE

Observation:

We noted that you have a good group of older students (secondary) and that they are receiving excellent and practical experience with all subjects in the curriculum. They are learning to discuss, dialogue and interact with each other and the teacher, and to become involved in ways that they would not usually attempt during the regular school year. This provides them with a good base of experience and confidence to attempt to interact better in life situations and during regular school. We noted that nearly all of your teachers use various methods to bring about oral language practice. Some of these means incorporate the use of puppetry, songs, verse, chants, poems and informal discussions--Super!!

May we convey special congratulations also for the many ways in which you involve parents. You and your staff go the extra mile in making your district PAC meeting an outstanding social event for these parents and we are sure this builds a strong rapport between the hispanic and non-hispanic communities in general, as well as more specifically for you and your parents.

The practical use of computers that you have in your program is also worthy of plaudits. In most cases the programs that you use do have quite a good correlation with what the classroom teachers are teaching. This is probably the most difficult challenge with the use of computers. Computer programs do provide interesting variety for the students and camouflages necessary extra practice and drill.

OGDEN

Observation:

All of the visiting personnel were very favorably impressed with the Migrant program. Good aspects that we noted in the area of reading included immediate diagnosis and placement of children as to reading ability the first day or two of school. Much classroom time is devoted to reading practice. Activities are plentiful and interesting for the purpose of oral language experience. Also, a big plus in facilitating reading is the Apple computer program which motivates kids to write. The Director has made the Weber County Library Give Away Program available to the children as an additional source of reading enjoyment. We commend the Ogden Migrant Administrators for their initiative, creativity and know-how in the area of reading.

The Ogden program is well funded and there is adequate instructional personnel for the numbers of children involved. Teachers and aides had children on task and it was apparent that children were enjoying the activities and their involvement with staff.

Recommendation:

We realize it is difficult to involve the older students in summer school. However, we encourage you to continue efforts to recruit and retain the older students.

PROVO

Observation:

All migrant students at the elementary and secondary education levels need to be first served through the regular Chapter 1 program and receive eduational services based on the students' assessed needs. We are recommending that you follow the pull-out basis that is utilized currently in the regular Chapter 1 program and that students receive instruction a maximum of 30 minutes a day from the Migrant program funds. In all cases, at the elementary and secondary education levels, the program needs to be under the direct supervision of a Certified classroom teacher. Coordination between the regular school program and the Migrant Education program is an important and critical requirement in order to facilitate instruction to children and to avoid possible supplanting.

Materials that are used as part of the district curriculum should also be used for the Migrant students when they are pulled out and instructed by Chapter 1 aides--this will provide you additional continuity to your program.

Recommendation:

MSRTS and other Migrant Education records should be kept up-to-date and located at a central location and maintained by a records clerk. These records should be available for review. We would recommend that you begin reporting credit for all classroom work they have completed. Skills information, test data, secondary information and special programs should be submitted in time for the students' enrollment. Special anecdotal notes should be developed and submitted as to what is being done in the secondary education effort. Information about special education students should also be included on the MSRTS records. We noted that there was one special education student enrolled during our visit.

APPENDIX A

DATE: _____

DISTRICT: _____

MIGRANT PARENT SURVEY

(Summer - 1987)

Dear Parents:

The Summer Migrant program has provided instructional services for your children. We are interested in your impressions of the influence the program has had on your children and suggestions that you want to make. Please answer the following questions.

1. What aspect of the migrant educational program has been most valuable to you?
(Choose one answer or rank items from most valuable -- #1 -- to least valuable -- # 4 or #5.)

   _____ Daycare for children while parents are working.

   _____ Opportunities for my child/children to learn.

   _____ Association with teachers and other children.

   _____ Child feels more positive about self and others.

   _____ Other (explain) _____.

2. Do you think instruction in the migrant program has increased your child's/children's:
(Mark one choice for each subject area.)

   a. Reading ability. _____ much improvement _____ a little improvement _____ no improvement

   b. Mathematic ability. _____ much improvement _____ a little improvement _____ no improvement

   c. Ability in other subjects. _____ much improvement _____ a little improvement _____ no improvement

3. Does your child (do your children) feel more positive about school because of his (their) participation in the migrant program?

   Yes _____ No _____

4. Do you hope to enroll your child/children in the migrant program next year?

   Yes _____ No _____

5. Have you participated in any school-parent involvement activities this summer?

   Yes _____ No _____

6. Are there things you would like added to the migrant program? Please comment:

   _____

   _____

7. Are there things you would like corrected in the migrant program? Please comment:

   _____

   _____